



## Crosswalk of Essential Standards and Current Standard Course of Study

### High School: Health

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

**Important Note: The current SCOS will continue to be operational in the 2010-11 and 2011-12 school years** as resource materials are developed to support the new Essential Standards, professional development is conducted and assessments are designed to align to the new Essential Standards. We expect the new Essential Standards to be taught and assessed in schools for the first time in the 2012-13 school year. That said, we are providing Essential Standards resources now and over the next two-years so that schools and teachers can get a head start on internalizing and planning to teach the new standards.

Note on Numbering: **MEH**-Mental and Emotional Health, **PCH**-Personal and Consumer Health, **ICR**-Interpersonal Communications and Relationships, **NPA**-Nutrition and Physical Activity, **ATOD**-Alcohol, Tobacco, and Other Drugs

### High School

#### MENTAL AND EMOTIONAL HEALTH

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
9.MEH.1	<b>Create positive stress management strategies.</b>	9.MEH.1.1	Identify the body's physical and psychological responses to stressful situations and positive coping mechanisms.	1.03 Depict the body's physical and psychological responses to stressful situations and identify positive coping methods.	

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
		9.MEH.1.2	Plan effective methods to deal with anxiety.	1.04 Analyze the causes, symptoms, and effects of anxiety.	
9.MEH.2	<b>Create help-seeking strategies for depression and mental disorders.</b>	9.MEH.2.1	Identify causes and symptoms of depression and mental disorders.	1.01 Analyze the factors contributing to depression and identify various treatment options.	
		9.MEH.2.2	Design useful help-seeking strategies for depression and mental disorders.	1.02 Identify symptoms of mental disorders and resources for seeking professional assistance.	

## PERSONAL AND CONSUMER HEALTH

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
9.PCH.1	<b>Analyze wellness, disease prevention, and recognition of</b>	9.PCH.1.1	Recognize that individuals have some control over risks for communicable and	2.01 Determine individual control over own risks.	

	<b>symptoms.</b>		chronic diseases.		
		9.PCH.1.2	Summarize the procedures for organ donation, local and state resources, and benefits.	2.02 Describe the procedures for organ donation, local and state resources and benefits to society.	
		9.PCH.1.3	Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits.	2.03 Analyze the benefits of health screenings, checkups, and early detection (including medical examination and self-examination) and explain the procedures used for early detection.	
		9.PCH.1.4	Design strategies for reducing risks for chronic diseases.	2.04 Analyze behavioral and environmental factors that contribute to chronic diseases. 2.05 Summarize the benefits of rest and sleep for personal health.	
		9.PCH.1.5	Select measures to get adequate rest and sleep.		New clarifying objective
		9.PCH.1.6	Recognize the early warning signs of skin cancer and the importance of early detection.	8 <sup>th</sup> grade 2.05 Advocate for the importance of early detection and demonstrate the ability to recognize early warning signs of skin cancer.	
		9.PCH.1.7	Differentiate between the lifelong effects of positive and negative health behaviors.	2.08 Compare and contrast how positive and negative health behaviors can have lifelong effects.	
9.PCH.2	<b>Evaluate health information and products.</b>	9.PCH.2.1	Critique the potential health and social consequences of body art (tattooing and	2.06 Predict the potential health and social consequences of popular fads or trends (e.g., body piercing	

9.PCH.3	<b>Understand necessary steps to prevent and respond to unintentional injury.</b>		piercing).	and tattooing).	
		9.PCH.2.2	Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.	2.09 Deconstruct how media and popular culture affect normative beliefs that contradict scientific research on health and well-being.	
		9.PCH.3.1	Summarize the risks associated with operating ATVs and motorcycles.	2.07 Evaluate the risks associated with operating ATVs and motorcycles.	
		9.PCH.3.2	Analyze reports of injuries to determine how they might have been prevented and what first aid measures should be taken.		New clarifying objective

## INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

	<b>Essential Standard</b>	<b>Clarifying Objectives</b>		<b>Current NCSCOS</b>	<b>Comments</b>
9.ICR.1	<b>Understand healthy and effective</b>	9.ICR.1.1	Illustrate the ability to respond to others with empathy.	3.01 Demonstrate the ability to respond to others with empathy.	

	<b>interpersonal communication and relationships.</b>	9.ICR.1.2	Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.	3.02 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.	
		9.ICR.1.3	Illustrate strategies for resolving interpersonal conflict without harming self or others.	3.03 Demonstrate strategies for solving interpersonal conflict without harming self or others.	
		9.ICR.1.4	Summarize principles of healthy dating.	3.05 Formulate principles for healthy dating.	
		9.ICR.1.5	Explain how power and control in relationships can contribute to aggression and violence.	3.04 Analyze how power and control in relationships can contribute to aggression and violence.	
9.ICR.2	<b>Evaluate abstinence from sexual intercourse as a positive choice for young people.</b>	9.ICR.2.1	Critique skills and strategies that are used to promote abstinence from sexual activity in terms of their effectiveness.	3.07 Demonstrate and refine skills and strategies for becoming or remaining abstinent from sexual activity which is the most certain means of avoiding unintended pregnancy and sexually transmitted diseases including HIV. 3.09 Predict situations that could lead to pressures for sex and create alternatives or ways to avoid these situations.	Healthy Youth Act section 4.b and c
		9.ICR.2.2	Explain the consequences of early and unprotected sexual behaviors.	3.06 Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.	Healthy Youth Act section 4.c, d, e, f, and h

				3.08 Analyze causes, consequences, and prevention of major health risks, behaviors for own age group, including transmission of HIV.	
9.ICR.3	<b>Create strategies that develop and maintain reproductive and sexual health.</b>	9.ICR.3.1	Contrast the myths, misconceptions, and stereotypes pertaining to sexual assault and sexual abuse with what is known based on law and research.		Healthy Youth Act section 5.c.2 and 5.c.4
		9.ICR.3.2	Design safe plans for the prevention of sexual assault and abuse that include appropriate resources and needed skills.		Healthy Youth Act section 5.c.3
		9.ICR.3.3	Illustrate skills related to safe and effective use of methods to prevent STDs as well as access resources for testing and treatment.		Healthy Youth Act section 5.a
		9.ICR.3.4	Exemplify decision-making skills and problem solving regarding safe and effective use of methods to prevent unintended pregnancy.		Healthy Youth Act section 5.b

## NUTRITION AND PHYSICAL ACTIVITY

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
9.NPA.1	<b>Analyze strategies using tools (MyPlate, Dietary Guidelines, Food Facts Label) to plan healthy nutrition and fitness.</b>	9.NPA.1.1	Attribute the prevention of chronic diseases to healthy nutrition and physical activity.	4.01 Delineate how healthy eating and physical activity can reduce the risk for chronic diseases (e.g. obesity, heart disease, cancer, diabetes, hypertension, and osteoporosis).	
		9.NPA.1.2	Organize meal plans to meet special dietary needs for athletes, pregnant women, diabetics and those experiencing allergies.	4.03 Develop specific eating plans to meet nutritional requirements for special dietary needs (e.g. athletic training, pregnancy and food allergies, diabetes).	
		9.NPA.1.3	Recognize the benefits of folic acid and other vitamins and minerals.	4.04 Analyze the benefits of nutrients such as folic acid.	
9.NPA.2	<b>Create strategies to consume a variety of nutrient-dense</b>	9.NPA.2.1	Plan vegetarian diets that are balanced and nutrient dense	4.09 Demonstrate how to develop a healthy and well-balanced vegetarian eating plan.	

	<b>foods and beverages and to consume less nutrient-dense foods in moderation.</b>	9.NPA.2.2	Recall the number of servings recommended from each food group and the need for balanced nutrition	4.02 Identify the number of servings of food and beverages from each food group a person needs each day and explain the value of each and relationships between the groups to provide balanced nutrition.	
		9.NPA.2.3	Summarize the effects of hydration and dehydration and preventive measures for dehydration	4.11 Summarize the effects of hydration and dehydration on physical and mental performance, the risks of dehydration, and how to maintain hydration.	
9.NPA.3	<b>Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.</b>	9.NPA.3.1	Differentiate between healthy and unhealthy plans for weight gain, maintenance and loss	4.05 Evaluate specific diet plans found in popular magazines, books, internet sites, and infomercials for health benefit and consequences. 4.06 Evaluate specific exercise routines/programs and consumer issues found in popular magazines, books, internet sites, and infomercials for health benefit and consequences. 4.07 Design a personal weight management (healthy eating and physical activity) plan based on personal health and nutrient needs. 4.08 Differentiate between healthful and harmful food and	



				beverage consumption habits.	
		9.NPA.3.2	Classify the effects of eating disorders as short-term or long-term	4.10 Predict the short and long-term effects of eating disorders on healthy growth and development, and identify resources for seeking help for people with eating disorders.	
		9.NPA.3.3	Recall resources for seeking help for people with eating disorders		
9.NPA.4	<b>Apply lifelong nutrition and health-related fitness concepts to enhance quality of life.</b>	9.NPA.4.1	Execute exercise programs with safety and effectiveness	4.06 Evaluate specific exercise routines/programs and consumer issues found in popular magazines, books, internet sites, and infomercials for health benefit and consequences.	
		9.NPA.4.2	Use appropriate methods for avoiding and responding to climate-related physical conditions during physical activity	4.12 Determine appropriate methods for avoiding and responding to climate related physical conditions during physical activity.	
		9.NPA.4.3	Implement a personal plan to improve current habits to achieve balanced nutrition and fitness	4.07 Design a personal weight management (healthy eating and physical activity) plan based on personal health and nutrient needs.	

## ALCOHOL, TOBACCO AND OTHER DRUGS

	Essential Standard	Clarifying Objectives		Current NCSCOS	Comments
9.ATOD.1	<b>Understand the health risks associated with alcohol, tobacco, and other drug use.</b>	9.ATOD.1.1	Explain the short-term and long-term effects of performance-enhancing drugs on health and eligibility to participate in sports.	5.01 Analyze the dangers, legal, and ethical issues related to using performance-enhancing drugs (including anabolic steroids).	
		9.ATOD.1.2	Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.		New clarifying objective
		9.ATOD.1.3	Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.		New clarifying objective
		9.ATOD.1.4	Summarize the risks of IV drug use, including blood borne diseases	5.03 Evaluate the relationship between intravenous drug use and transmission of blood borne diseases (HIV, tuberculosis, and hepatitis).	

		9.ATOD.1.5	Predict the effects of substance abuse on other people as well as society as a whole.	5.05 Predict potential effects of an individual's substance abuse on others.	
		9.ATOD.1.6	Summarize the consequences of alcohol or tobacco use during pregnancy.	5.06 Define "Fetal Alcohol Syndrome", explain its effects, and describe how it is prevented. 5.07 Infer the effects of tobacco and other drugs on unborn children.	
9.ATOD.2	<b>Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</b>	9.ATOD.2.1	Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.	5.02 Analyze the risks associated with using alcohol or other drugs and driving (motor vehicle, ATV, water recreational vehicle) or riding with someone under the influence.	
		9.ATOD.2.2	Use strategies for avoiding binge drinking.	5.04 Advocate to others the harmful effects of binge drinking.	